DOCUMENT RESUME

ED 414 612 CS 509 646

TITLE	Patterns for Success: Understanding the Employee Handbook. (P6). Workforce 2000 Partnership.
INSTITUTION	Enterprise State Junior Coll., AL.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE	1997-00-00
NOTE	35p.; Funded by National Workplace Literacy Program Grant.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adult Education; Adult Programs; Course Content; Course Descriptions; *Curriculum Development; Curriculum Guides; *Entry Workers; Evaluation Methods; Learning Modules; Lesson Plans; Reading Comprehension; Reading Skills; Student Needs
IDENTIFIERS	*Employee Handbooks; *Textile Occupations

ABSTRACT

Developed for workers in the apparel, carpet, and textile industries, this curriculum package presents a curriculum guide, the lesson plan, handouts, transparencies, tests, and evaluation forms for use by instructors in customizing a one-hour course for new employees on understanding the employee handbook. The introduction describes how the curriculum is developed, the contents of this curriculum package, and how to involve learners in the educational process. The curriculum guide provides a quick view of all the major components of the curriculum--the specific instructional objective, time allotted, associated learning activities, resources/materials needed, and evaluation methods. The lesson plan contains the detailed explanation of the activities referenced on the curriculum guide. Handouts and transparencies used in teaching the course follow the lesson plan. The curriculum package concludes with evaluation forms used in development of a learner's Individual Education Plan (IEP), which provide for the collection of demographic data, evaluation of learner's skills and needs, and an outline of the activities in the curriculum package.(RS)

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ED 414 612

Patterns for Success: Understanding the Employee Handbook (P6)

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The Workforce 2000 Partnership combines the resources of educational and industrial partners to provide education and training in communication, computation and critical thinking skill to employees in the apparel, carpet and textile industries. The project is funded by a US Department of Education National Workplace Literacy Program grant awarded over three years to Enterprise State Junior College in the amount of $2,243,470 (70%) with committed private sector matching funds of $961,487 (30%), bringing the total program resources to $3,204,957. The activities of the Partnership do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. Participation by the education or industrial partners in the project should also not be construed as endorsement by the Government of any partners' products.

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INTRODUCTION

The Workforce 2000 Partnership is a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees in the textile, apparel, and carpet industries. The Partnership serves line employees and first-line supervisors at 15 plants in Alabama, Georgia, and South Carolina. The curricula for these topics is developed by the educational partners which include a junior college, a technical college, and two adult education/literacy programs.

The Partnership uses functional context curricula to teach the topics listed above. This introduction will describe how the curriculum is developed, the contents of this curriculum package, and how to involve learners in the educational process.

CURRICULUM DEVELOPMENT

Before writing curriculum instructors must know what employees need to learn. An instructional need is defined as the difference between what workers know and what the job requires. Project staff employ a variety of methods to analyze the duties and tasks of the jobs, as well as what kinds of communication, computation, and creative thinking skills are required. The analyses include interviewing exemplary workers; observing these workers on the job; interviewing groups of workers who perform the same or very similar jobs; reviewing documents such as job descriptions, handbooks, signs, memoranda, etc; interviewing supervisors and managers; and structuring surveys to be completed by workers, supervisors, and managers. Also during the analyses the curriculum developer will look for skills that the worker must perform to be considered for promotions.

Needs assessment is a vital part of the curriculum development process because the educator must fully understand what a worker does in order to determine what the worker must learn. As the needs assessment process continues, the educator also collects numerous documents to use as materials for instruction. The use of work-specific materials for instruction is what sets workplace education apart from other types of adult education. These materials allow skills to be learned in the classroom and more readily transferred to the plant floor. Therefore, reading skills improvement takes place as the worker is reading and comprehending the employee handbook; math skills improvement happens while the worker is computing percentages for production; and thinking skills improve as the worker is learning to work as a team member.

CONTENTS OF THIS CURRICULUM PACKAGE

The Curriculum Guide

The curriculum guide provides a quick view of all the major components of the curriculum. The job title for which the curriculum was originally developed and field tested is given in the upper left hand corner under the name of the curriculum module. Next is the General

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Instructional Objective that defines the major purpose of the curriculum. The Overall Time is listed to estimate the amount of time that should be devoted to the entire module.

The chart is used by reading across the columns to match the Specific Instructional Objective with the estimated amount of time required, the Learning Activities, Resources required for the activities, and the Evaluation method used to assess achievement of the specific objective. The instructor should carefully review the column on Resources / Materials to ensure that necessary items are readily available. Copyrighted materials may be referenced in the Resources section of the Curriculum Guide; however, no copyrighted material has been duplicated and placed in this module.

Sequencing Learning Activities

Project staff use a model of instructional sequencing adapted from *Literacy at Work* by Jori Phillipi[1]. In this model, the instructional sequence begins with an activity designed to invite the learners into the learning process. This activity will allow the learners to bring to mind past learning and experiences in a way that will facilitate the learning of new information. The activity may come from the workplace or from other real-life situations.

Once the new information has been presented, learners participate in activities designed to practice skills clustered in increasingly larger chunks. These skills are then applied to situations from the workplace to maximize the transfer of the skills learned. A closure activity provides for review and assessment of the skills learned and may also identify needs for further learning.

Lesson Plan

The Lesson Plan contains the detailed explanation of the activities referenced on the Curriculum Guide. Note that the numbering system for the activities is the same on the Curriculum Guide and in the Lesson Plan. In reviewing the Lesson Plan, the instructor should look for places where more appropriate work-specific items can be substituted. This substitution customizes the curriculum for the specific work site and makes the learning activities more meaningful for the learners involved.

Handouts, Transparencies and Tests

The Lesson Plan may require that handouts and/or transparencies be used in teaching the module. If so, these items are located behind the Lesson Plan in the curriculum package and are designated as Handouts or Transparencies in the header at the top of the page. If a pre- and post-test (called Preview and Review) are a part of the module, these will also be found in the Handouts section.

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[1] Phillipi, Jori. *Literacy at Work: The Workbook for Program Directors.* New York: Simon & Schuster Workplace Resources, 1991.

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INCLUDING LEARNERS IN THE EDUCATIONAL PROCESS

It is essential to provide opportunities for the adult learners to recognize their place in the educational process. The first step in the process is the asssessment of the learner's skills and needs which is performed jointly by the learner and the instructor. This assessment becomes a part of the learner's Individual Education Plan (IEP). The IEP forms used by the Partnership are contained in this module. The IEP provides for collection of demographic data, evaluation of learner's skills and needs, and an outline of the activities in this module.

Every activity contains opportunities for evaluation, and, as much as possible, the learners perform the evaluation themselves. As curriculum is written, a page is developed for the learners to use to follow the sequence of activities and to document their performance. This page, called the Learner's Page, becomes a part of the IEP.

Frequently, pre- and post-tests (referred to as Previews and Reviews) are administered as a part of the evaluation process. Learners participate in scoring these tests and write their scores on their pages. To vary the assessment methods, the learners may be asked to rate themselves on their ability to perform certain skills, to write a phrase or statement that expresses their belief about their learning, or to specify what skills need more practice.

The purpose for including the learners in the evaluation process is to help them understand that assessment is reflective, constructive, and self-regulated. The learners, having participated in an ongoing needs assessment process, understand why they are participating in the learning activities. Therefore, including them in the evaluation of the learning gives them opportunities for relearning, synthesizing, and applying the skills.

Written self-evaluative comments on the Learner's Page also provide opportunities for communication between the learner and the instructor. This type of assessment is teacher-mediated (*i.e.* usually done when instructed by the teacher), ongoing, and cumulative. The Learner's Page is filed in his or her folder which is regularly reviewed by the instructor. During the reviews, the instructor may write comments in response to those made by the learner.

The goal of this curriculum is to enable learners to transfer classroom academic learning to the plant floor thereby improving productivity and efficiency. This curriculum will be most effective if the instructor customizes the curriculum to the specific worksite.

For more information about the project or the curricula contact:

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Module: Understanding the Employee Handbook **Author:** Ann Bennett
Job Title: New Hires

General Instructional Objective: Read and interpret written vocational materials
Overall Time: 1 hr.

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
I. B. 200 Read and interpret specific information from written materials, e.g., employee contracts, employee handbooks, personnel policies, business letters/memos, and job manuals.	5 min.	Preview 1.1 Motivational Activity • Demonstration of the effectiveness of using the Table of Contents. • Discuss the Table of Contents located in the employee handbook. • Have students locate information in the handbook.	Preview Standard Textile Catalog Employee Handbook	Completion of Preview Observation of students' ability to locate information in the Table of Contents.
	5 min.	1.2 Instructional Activity Discuss organization of written materials.		Student responses to verbal questions
	5 min.	1.3 Instructional Activity Discuss and practice reading strategies.		

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
	5 min.	1.4 Instructional Activity Instructor models reading strategies.	Employee Handbook	Student responses to verbal questions
	10 min.	1.5 Instructional Activity Students practice using reading strategies.	Employee Handbook	Completed skills worksheets
	15 min.	1.6 Instructional Activity Play Handbook Jeopardy	Game Board Game Cards/Questions	Student's ability to scan handbook for answers
	10 min.	1.7 Closure Activity • Review reading strategies. • Administer review.	Review	Results of Review

Materials Needed

Student Handouts
1. Employee Handbooks
2. Using Reading Strategies Worksheet
3. Handbook Vocabulary Worksheet

Instructor Materials
1. Employee Handbook
2. Jeopardy Game Board (Transparency)
3. Jeopardy Questions (These questions may be written on note cards. One question and correct response per card)

Lesson Outline

I. Table of Contents Activity

II. Discuss how written materials are organized. (Paragraphs and Topic Sentences)

III. Explain six reading strategies

IV. Use Attendance Policy in handbook to model the reading strategies

V. Students complete Reading Strategies Worksheet

VI. Play Handbook Jeopardy

VII. Administer Review

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LESSON PLAN

1.1 Motivational Activity--Use of Table of Contents - 5 minutes

1. Use the Standard Textile Catalog to demonstrate the effectiveness of using the table of contents. Before class, paper-clip together the table of contents pages in the catalog. Distribute a copy of the catalog to each student. Ask students to locate different items in the catalog such as: scrubs, dresses, etc.. After students have located some of the items by paging through the catalog, ask them what would make this task easier. (Table of Contents)

2. Instruct the class to open to page -I- of the Employee Handbook. Point out the heading on the page, TABLE OF CONTENTS.

3. Discuss the topics located in the handbook and the pages on which each topic can be found.

4. Ask students:

   On which page could you find information about bulletin boards?
   On which page could you find information about the company rules?
   On which page could you find information about the Attendance Policy?

5. Discuss the purpose of the Employee Handbook:
   - The handbook tells what the company does and what the company represents.
   - It provides employees with information about company policies and practices.
   - It provides employees information about all aspects of employment.

1.2 Instructional Activity--Organization of written materials - 5 minutes

1. Instructor explains lesson objectives to students. Explain that the lesson is going to provide the learner with methods they can use to improve their reading skills. Discuss that understanding how written material is organized can help you to find the main points and ideas in the material you are reading.

2. Read the first paragraph of the introduction on page 1 of the Employee Handbook. Explain to students that they have just read a paragraph and ask them to define the word paragraph. If no suitable definition is given, provide the following definition: PARAGRAPH - A group of related sentences that support one main idea.

3. Define a TOPIC SENTENCE as a sentence that tells the main idea of the paragraph and is often the first sentence of the paragraph. Ask students to decide which of the following sentences is the topic sentence of the paragraph just read:
   a. "The company is a division of Standard Textile Co., Inc., which markets and sells our products throughout the United States, Europe, and Asia."

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b. "Pridecraft Enterprises (the "Company") is a leading manufacturer of apparel and other soft goods for the health care and hospitality industries."

4. Once the topic sentence has been selected, ask students to identify any supporting details in the paragraph. Define supporting details as sentences related to the topic sentence and back up the topic sentence. Samples of supporting details in the paragraph read include: "The company is"... and "By taking Pride...".

1.3 Instructional Activity--Reading Strategies - 5 minutes

Instructor explains to students that using different reading strategies can improve their understanding of written materials. Explain that in this section of the lesson six reading strategies will be discussed. Discuss the following reading strategies:

1. **Define or set your purpose for reading**. Why am I reading this material? Purposes for reading may include: to gain information, answer questions, learn a new skill, entertainment, etc.
   Why are you reading the employee handbook? (to learn about company policies)

2. **Scan the material**. Define scanning as looking through the material quickly for headings, key words or certain facts. Discuss the following reasons for scanning:
   - To get a general idea of what the material is about.
   - To review material previously read.

   Ask students to think of a time when reading that it may be useful to scan written material. After students have given suggestions, discuss the following guidelines for scanning:
   - Make sure you have an understanding of the main point of the written material as a whole.
   - Look for the topic sentence or main point in each paragraph.
   - Read the headings and underlined, italicized or bold face print.
   - Look at the pictures and graphs.

   Instruct students to turn to page 4 of the Employee Handbook. Tell students to scan the page and while they are scanning instruct them to mark an "X" by all headings, underline the main ideas and circle the key words. Next, ask the following questions:
   - **What are the headings on this page?** (Payday, Payroll Procedure and Payroll Deductions)
   - **What is the main idea of each section?** (Payroll Deductions)
   - **What are the key words or phrases?** (wages, deductions, etc.)

3. **Use the context to help figure out unfamiliar words**. Explain that the context is the surrounding words, sentences and pictures that can help you figure out the meaning of unfamiliar words.

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- Think about the meaning of a sentence or paragraph as a whole and how the unfamiliar word relates to the meaning of the whole. Use your logic to figure out what the word might mean.
- Look for punctuation such as a comma, dash or colon that might indicate that a definition for the word follows.
- Look for words such as "like" and "for example". These indicate that an example will follow and this example may help you to understand the meaning of the word.

4. **Summarize and paraphrase the information read**. Putting the information in your own words will help you to understand what you have just read.

5. **Take notes.** Write down the important ideas you need to remember. Write down any unfamiliar words so that you can find the meanings at a later time.

6. **Evaluate what you have just read**. Did you achieve your purpose? Did you get the information you needed to answer you questions?

1.4 Instructional Activity--Instructor Models Reading Strategies - 5 minutes

1. Ask students to turn to the Attendance Policy in the handbook. Use this section of the book to model the reading strategies introduced above.
   a. Set a purpose for reading. (To learn about Pridecraft's Attendance Policy.)
   b. Scan the material. (What type of information is found in this section? i.e. absence, occurrences, leave of absence, etc.)
   c. Read the material and use context clues to figure out any unknown words. Point out dashes (-) that indicate that a definition for the word follows. Ask students to write down any questions they have about the Attendance Policy.
   d. Summarize and paraphrase the Sick Leave Policy for students.
   e. Evaluate what was just read. Did you get the information you needed?

2. Ask students to use the information they have read in the Attendance Policy to answer the following questions:

   - Jane is scheduled to work at 7:00 a.m., she clocked in at 7:15 a.m.. **According to the Attendance Policy, how many occurrences will she receive?**
   - Maria was scheduled to work on Monday at 7:00 a.m.. She was sick and could not work, however she did not call in sick until 2:00 p.m.. **How many occurrences will she be charged?**
   - Tony had completed his introductory period at work when his grandmother died. Tony needed two days off of work to attend the funeral. He had his absence pre-approved. **How many occurrences will he be charged?**

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1.5 Instructional Activity--Students Practice Reading Strategies - 10 minutes

1. Instruct students to turn to page 14 of the handbook. Ask students to use the reading strategies discussed when reading pages 14-18. Distribute a copy of the Reading Strategies Worksheet to each student and instruct them to complete the worksheet as they read. When they have completed reading the section, ask the following questions:

   - **What is the main purpose of the section?**
   - **What will be the most likely result of committing a group one offense?**
   - **What will be the most likely result of committing a group two offense?**
   - **Decide which of the following would be a group one offense and which would be a group two offense.**
     a. **Jon decided to take a nap in the warehouse during his shift.**
     b. **Mary returns from lunch and break 5 minutes late.**
     c. **Peter did not show up to work on Monday or Tuesday and failed to call his supervisor.**

2. Distribute a copy of the Handbook Vocabulary Worksheet to each student and instruct them to use the Table of Contents and the reading strategies discussed to complete the worksheet. When students have completed the worksheet, discuss the correct answers.

1.6 Instructional Activity--Handbook Jeopardy - 15 minutes

1. Play Handbook Jeopardy. Use a transparency of the Jeopardy Game Board. Divide the class into two teams and determine which team will start. Encourage students to use the handbook to locate any needed information.

2. The team chooses a category and the instructor asks the team the question. A member of the team must respond with a question. (The game board and questions are attached.)

1.7 Closure Activity--Review - 10 minutes

1. Review the reading strategies that were taught at the beginning of the lessons:
   - Define or set your purpose for reading
   - Scan the material.
   - Use the context to help figure out unfamiliar words
   - Summarize and paraphrase the information read.
   - Take notes
   - Evaluate what you have just read

2. Administer the reading review. Discuss correct answers with students.

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Workplace Reading Preview

Name: _____

Date: _____

Directions: Read each question and circle the correct answer.

1. The Table of Contents can be found in which part of a book?
   A. The Back
   B. The Middle
   C. The Front

2. It is important to set a purpose for reading.
   A. True
   B. False

3. To find the meaning of an unfamiliar word what resources might you use?
   A. Dictionary
   B. Thesaurus
   C. Context Clues
   D. All of the Above

4. One useful reading strategy is scanning. How is scanning defined?
   A. Reading the first word on every page.
   B. Reading the Table of Contents
   C. Briefly looking over the reading material to look for specific information and to get an idea of what information is found in the reading material.
   D. Reading the last page of the book.

5. Which of the definitions below describes a paragraph?
   A. A group of related sentences that support one main idea.
   B. A group of unrelated words.
   C. Several unrelated sentences.
   D. A page of words.

6. Which of the following information can be found in a Table of Contents?
   A. Page numbers
   B. Titles
   C. None of the Above
   D. A and B

7. Putting information you have read into your own words may help you to understand what you have read.
   A. True
   B. False

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8. Which of the strategies listed below can help you to better understand what you are reading?
   A. Setting a purpose for reading.
   B. Scanning the material before reading.
   C. Using context clues.
   D. All of the Above

Read the paragraph below and then answer questions 9 and 10.

Defects are an endangered species at Pridecraft Enterprises. Several Quality Improvement Teams (QIT) have identified the top defects within their lines and have worked to reduce them by 75%. The best way to reduce defects is to find their root causes and come up with a solution that will eliminate the defect from reoccurring. (By Bob Andrews, The Pridecraft Connection, Volume 3, Number 1, 1995, p. 4)

9. Which sentence is the topic sentence in the above paragraph?
   A. Several Quality Improvement Teams (QIT) have identified the top defects within their lines and have worked to reduce them by 75%.
   B. Defects are an endangered species at Pridecraft Enterprises.
   C. The best way to reduce defects is to find their root causes and come up with a solution that will eliminate the defect from reoccurring.
   D. None of the Above

10. Which of the sentences below is a supporting detail?
   A. Several Quality Improvement Teams(QIT) have identified the top defects within their lines and have worked to reduce them by 75%.
   B. Defects are an endangered species at Pridecraft Enterprises.
   C. A and B
   D. None of the Above

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Workplace Reading Preview
Answer Key

1. The Table of Contents can be found in which part of a book?
   A. The Back
   B. The Middle
   C. The Front

2. It is important to set a purpose for reading.
   A. True
   B. False

3. To find the meaning of an unfamiliar word what resources might you use?
   A. Dictionary
   B. Thesaurus
   C. Context Clues
   D. All of the Above

4. One useful reading strategy is scanning. How is scanning defined?
   A. Reading the first word on every page.
   B. Reading the Table of Contents
   C. Briefly looking over the reading material to look for specific information and to get an idea of what information is found in the reading material.
   D. Reading the last page of the book.

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   A. Page numbers
   B. Titles
   C. None of the Above
   D. A and B

7. Putting information you have read into your own words may help you to understand what you have read.
   A. True
   B. False

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   B. Defects are an endangered species at Pridecraft Enterprises.
   C. The best way to reduce defects is to find their root causes and come up with a solution that will eliminate the defect from reoccurring.
   D. None of the Above

10. Which of the sentences below is a supporting detail?
   A. Several Quality Improvement Teams(QIT) have identified the top defects within their lines and have worked to reduce them by 75%.
   B. Defects are an endangered species at Pridecraft Enterprises.
   C. A and B
   D. None of the Above

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Reading Strategies Worksheet

Name: _____

Date: _____

Directions: Answer the following questions.

1. What is your purpose for reading this section?

_____

_____

2. What are the headings found in this section?

_____

_____

3. What is the difference between group one offenses and group two offenses?

_____

_____

4. Did you achieve your purpose for reading? _____
   What did you learn about company rules?

_____

_____

Directions: Use the Table of Contents to locate the page number on which information can be found about the following topics. Match the words in the left column to the definitions in the right column.

1. tardiness ____	p. _____	a. Clocking in later than seven minutes after the employees scheduled starting time
2. apparel _____	p. _____	b. Failure to report to work when scheduled or leaving early
3. benefits _____	p. _____	c. Clothing, especially outer garments
4. EEO _____	p. _____	d. Advantage, profit
5. absence ____	p. _____	e. Rate of payment for work
6. wages _____	p. _____	f. Amount subtracted from pay
7. occurrence _____	p. _____	g. Producing in an effective manner
8. FMLA _____	p. _____	h. Excellence in a product
9. deductions _____	p. _____	I. Violations of rules
10. efficiency _____	p. _____	j. Equal Employment Opportunity
11. quality _____	p. _____	k. Family Medical Leave Act
12. offenses _____	p. _____	l. An absence or tardiness from work

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Handbook Vocabulary
Answer Key

1. tardiness - a
2. apparel - c
3. benefits - d
4. EEO - j
5. absence - b
6. wages - e
7. occurrence - l
8. FMLA - k
9. deductions - f
10. efficiency - g
11. quality - h
12. offenses - i

Jeopardy Questions-- The instructor may want to put these questions onto note cards.

Benefits

100-- Question: An employee must have completed 60 days of employment to be eligible for this.
Response: What is "holiday pay"?

200-- Question: The following are examples of this; New Year's Day, Good Friday, and Christmas.
Response: What are "paid holidays"?

300-- Question: This is provided 2 times a day for 10 minutes each time.
Response: What is "break"?

400-- Question: This is the amount of time an employee must work before being eligible for any vacation pay.
Response: What is "12 months"?

500-- Question: This protects you in case of an occupational injury.
Response: What is "worker's compensation"?

Jargon

100-- Question: This is a worldwide distribution center.
Response: What is the "ADC"?

200-- Question: Sewing associates put their tickets on this?
Response: What is a "Gum sheet"?

300-- Question: This provides information about chemicals and materials used in the plant.
Response: What is the "MSDS" book?

400-- Question: This is a government regulation which sets standards for the manufacturing of products.
Response: What is "GMP'S"?

500-- Question: This government agency regulates conditions in work areas in order to insure safety guidelines are followed.
Response: What is "OSHA"?

Attendance Policy

100-- Question: This is failure to report to work when scheduled or stay until quitting time.
Response: What is an "Absence"?

200-- Question: This is the number of occurrences that warrants dismissal.

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Response: What is "13"?

300-- Question: This is having no occurrences within a given period of time.
Response: What is "perfect attendance"?

400-- Question: This is clocking in later than 7 minutes after the employee's scheduled starting time.
Response: What is "tardiness"?

500-- Question: This is a leave of absence for compelling personal reasons other than illness or injury.
Response: What is "personal leave"?

Rhyming Words

100-- Question: Employees often feel like it is raining on them during their first 2 weeks of work. (Response must rhyme with raining)
Response: What is training?

200-- Question: Employees must be aware of the tools established by the company to ensure the orderly and efficient conduct of business.
Response: What are rules?

300-- Question: Boating is used to move fabric on the cutting floor.
Response: What is floating?

400-- Question: Our customers are our finest visitors.
Response: What are our best guests?

500-- Question: This is a peculiar work situation.
Response: What is an odd mod?

Policies and Practices

100-- Question: This compares favorably with local standards and rewards employees based on productivity?
Response: What are "wages"?

200-- Question: This is a 90 day period in which both the company and you should take steps to get to know one another.
Response: What is the "introductory period"?

300-- Question: This is money withheld from your paycheck.
Response: What are "payroll deductions"?

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400-- Question: This is the ability to produce as much quality product as possible in the hours worked.
Response: What is "efficiency"?

500-- Question: This is money paid for any hours worked over 40 in a given week.
Response: What is "overtime"?

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JEOPARDY GAME BOARD

Policies and Practices	Attendance Policy	Benefits	Rhyming Words	Jargon
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Workplace Reading Post-test

Name: _____ Date: _____

Directions: Read each question and circle the correct answer.

Use the sample Table of Contents to answer questions 1 and 2.

Table of Contents

	Page(s)
Introduction	1
Wages	2
Leave of Absence	3

1. On what Page(s) would you find information about wages?
   A. 1-3
   B. 2
   C. 1
   D. None of the Above

2. In which part of the book would you find this Table of Contents?
   A. Front and Back
   B. Back
   C. Front
   D. Middle

3. It is important to set a purpose for reading.
   A. True
   B. False

4. To find the meaning of an unfamiliar word what resources might you use?
   A. Dictionary
   B. Thesaurus
   C. Context Clues
   D. All of the Above

5. Which of the definitions below describes a paragraph?
   A. A group of related sentences that support one main idea.
   B. A group of unrelated words.
   C. Several unrelated sentences.
   D. A page of words.

6. Which of the following is an example of using context clues?
   A. Reading the Table of Contents
   B. Setting a purpose for reading
   C. Looking for punctuation such as commas (,), dashes (-) or colons (:)

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D. All of the Above

7. Putting information you have read into your own words may help you to understand what you have read.
   A. True
   B. False

8. Which of the strategies listed below can help you to better understand what you are reading?
   A. Setting a purpose for reading.
   B. Scanning the material before reading.
   C. Using context clues.
   D. All of the Above

Read the paragraph below and then answer questions 9 and 10.

The Company is required by law to make certain deductions from your pay. These in-clude Social Security, federal, state and local income taxes. Annually, the Company provides you a summary of the amount of these deductions using Internal Revenue Services Form W-2. The form W-2 is used in filing your income tax returns.

9. Which sentence is the topic sentence in the above paragraph?
   A. The form W-2 is used in filing your income tax returns.
   B. Annually, the Company provides you a summary of the amount of these deductions using Internal Revenue Services Form W-2.
   C. The Company is required by law to make certain deductions from you pay.
   D. These include Social Security, federal, state and local income taxes.

10. Which of the sentences below is a supporting detail?
    A. The Company is required by law to make certain deductions from your pay.
    B. These included Social Security, federal, state and local income taxes.
    C. Annually, the Company provides you a summary of the amount of these deductions using Internal Revenue Services Form W-2.
    D. B and C.

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Workplace Reading Post-test
Answer Key

Use the sample Table of Contents to answer questions 1 and 2.

Table of Contents

	Page(s)
Introduction	1
Wages	2
Leave of Absence	3

1. On what Page(s) would you find information about wages?
   A. 1-3
   B. 2
   C. 1
   D. None of the Above

2. In which part of the book would you find this Table of Contents?
   A. Front and Back
   B. Back
   C. Front
   D. Middle

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   B. False

4. To find the meaning of an unfamiliar word what resources might you use?
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7. Putting information you have read into your own words may help you to understand what you have read.
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   B. False

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    D. B and C.

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Revised 5/96

College: ESJC____ MSTC_____ **WORKFORCE 2000 PARTNERSHIP** Date:_____

Course#:_____ **INDIVIDUAL EDUCATION PLAN** Level:_____

Name:_____Male:___Female:___Age:____Birthdate:_____

Street:_____Social Security#:_____

City:_____State:_____Zip:_____Phone#:(____)_____

Classification: In-State Student___Out-of-State Student___(State)_____International Student___ (Country)_____

Mark Only One: Civilian____Active duty____Retired Military____Military dependent____

Race: White___Hispanic___Asian___Black___American Indian ____Pacific Islander ____Alaskan Native ___Other(Specify)_____

Marital Status: Single____Married____Separated____Divorced____Widowed____

Number of Children Living with You:_____

Employer:_____How Long?_____Job Title:_____

How many hours per week do you work this job?_____Do you have more than one job?_____

Please rate your ability to perform each of the following activities.(P=Poor, F=Fair, G=Good, E=Excellent):

Read English____ Understand English____ Speak English____ Write English____

Work as part of a team____ Use Math____ Solve problems/use reasoning____

Which of the following are required for your job? (Check all that apply)

Read Instructions_____ Speak English_____ Receive Spoken Instruction in English_____

Write English_____ Use Math____ Solve Problems____ Team work____

What are your vocational goals? Immediate_____Long Range_____

Circle the highest grade you completed: 0 1 2 3 4 5 6 7 8 9 10 11 12 GED 13 14 15 16 17 18

Last school attended:_____

What are your educational goals? (Check all that apply)

Improve skills for current job___ Improve skills for changing technology/future jobs____

Improve reading/writing/math___ Improve problem solving/critical thinking___ Improve speaking/listening____

Improve English(for non-native speakers)___ Pass GED tests___ Other(specify)_____

How would you like to be contacted? Through supervisor___Call at home___Letter___Other_____

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WORKFORCE 2000 PARTNERSHIP (IEP)

Name of Course: Understanding the Employee Handbook
Date of Course: _____

Name : _____
Employer: _____

GOAL(S)	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE		EVALUATION COMMENTS
• Improve skills for current job	Read and interpret specific information from written materials, e.g., employee handbooks, personnel policies, business letters/memos, and job manuals.	Preview	_____	X	
• Improve skills for changing technology/future jobs		Table of Contents Activity			
• Improve reading/ writing/ math		Discussion - Organization of Written Materials			
		Discussion - Reading Strategies			
	Read and interpret specific information from written materials, e.g., employee handbooks, personnel policies, business letters/memos, and job manuals.	Guided Practice - Modeling Reading Strategies			
		Applied Practice - Reading Strategies Worksheet			

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GOAL(S)	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE		EVALUATION COMMENTS
		Applied Practice - Handbook Jeopardy			
		Review	X	_____	

Employee Signature Date

Instructor Signature